



North Dakota Department of Public Instruction
Kirsten Baesler, State Superintendent

TEAM NEWS

Together Everyone Achieves More

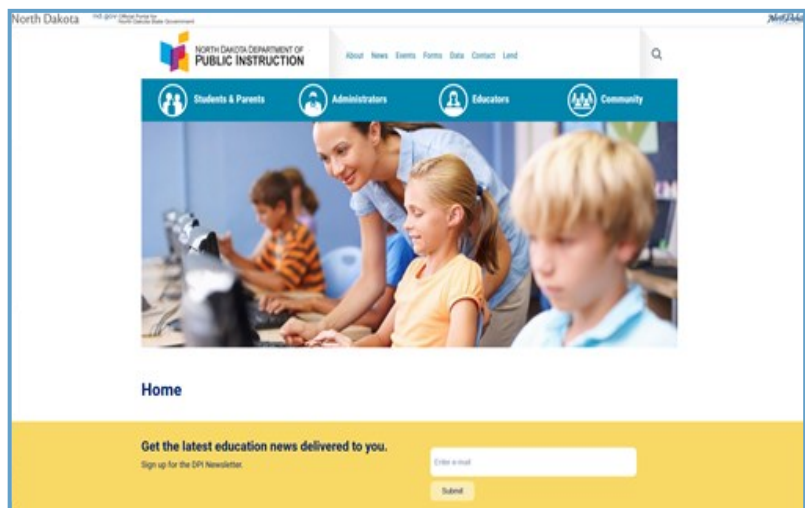
Division of Student Support & Innovation and Office of Special Education

July 2015

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New NDDPI Website

For the past several months, staff within the North Dakota Department of Public Instruction (NDDPI) have been working on a framework for the department's new website.



The new website at www.nd.gov/dpi has now been launched. The department is in the process of moving content onto its new website. The website organizes content into four main categories:

- ◆ Parents/Students
- ◆ Educators
- ◆ Administrators
- ◆ Community

Moving content from the former website to the new website is a monumental task as there is a wealth of information online. Each office within the NDDPI is working to transfer relevant information, as well as publish new information on the website.

We recognize this is a work in progress, and information will be published as soon as it is ready. During this time of transition, if there is something specific you need, please email your contact person within the Division of Student Support & Innovation and they can email you forms or documents that may not yet be accessible on the new website. The contact list can be accessed at www.nd.gov/dpi/Administrators/FTP/Resources/ConApp/ on the new website.

Division of Student Support & Innovation

Manager's Report by Laurie Matzke

ESEA Reauthorization

Significant progress has been made regarding the ESEA reauthorization. The following information was disseminated in the *Weekly BLAST*:

- ♦ On Thursday, July 16, 2015, the Senate passed their version of a reauthorization bill, the “Every Child Achieves Act,” by a 81 to 17 vote.
- ♦ As reported, on July 8, 2015, the House passed their version of a reauthorization bill, the “Student Success Act,” along a partisan vote.
- ♦ Next, a House-Senate conference committee will work to resolve the differences between the House and Senate bills.
- ♦ There are approximately five months remaining in 2015 for Congress to get the reauthorization bill passed. Otherwise, the Presidential election will consume the focus and a reauthorization will be shelved for the new administration to address.
- ♦ There were multiple amendments made in both the House and Senate. Two positive amendments for North Dakota that were passed in the Senate include:
 - The **Klobuchar-Hoeven Amendment** would establish a new program named “Improving STEM Instruction & Student Achievement” to create or enhance STEM programs within a school. This program would align well with the work being done in the Office of Federal Title Programs on STEAM initiatives.
 - The **Burr Amendment** would consolidate the four current formulas within a Title I grant and streamline it into one equity grant. This bill would have a positive effect for North Dakota and provide the state with increased Title I funding. This provision will kick in when the federal Title I allocation reaches \$17 billion. Currently, the federal appropriation for Title I is \$14.4 billion.
- ♦ The Obama administration opposes the House bill; however, generally supports the Senate bill.
- ♦ As the pendulum swings away from a strong federal influence in education, there are still some contentious issues on the table, including:
 - Student sub-group accountability.
 - There will be a requirement in the new law to identify schools for improvement; however, there is still much discussion on whether to mandate that 5% of the lowest performing schools in each state be identified or if it will be a state decision to decide how many schools will be identified for improvement.
 - Increased focus on middle and high schools.



Get your five minutes of overview of federal events by listening to the Federal Flash news clip at <http://all4ed.org/>.

As a reminder, all information regarding the pending reauthorization can be accessed on the Office of Federal Title Programs website at www.nd.gov/dpi.

Office of Special Education

Director's Report by Gerry Teevens

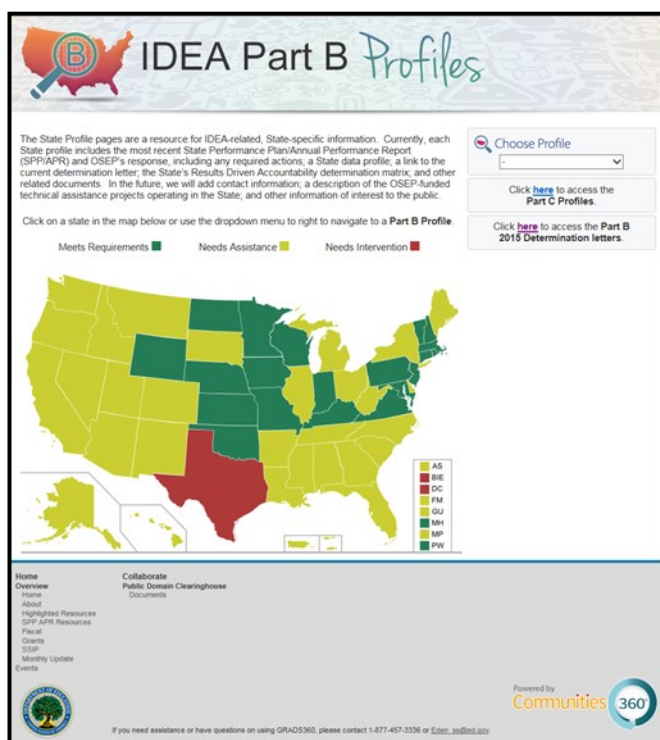
North Dakota Meets Requirements

The U.S. Department of Education (USDE) annually makes determinations of each state under section 616(d) of the Individuals with Disabilities Education Act (IDEA). Two years ago, the USDE moved to using both results and compliance data in making state determinations.

The USDE considers the totality of the information they have about a state including information related to the participation of children with disabilities (CWD) on regular statewide assessments; the participation and performance of CWD on the National Assessment of Educational Progress (NAEP); exiting data on CWD who dropped out and CWD who graduated with a regular high school diploma; the States Federal Fiscal Year (FFY) 2013 State Performance Plan (SPP)/Annual Performance Report (APR); information from monitoring and other state public information such as special conditions on the state's grant award under part B; and other issues related to the state's compliance with the IDEA where applicable.

Dr. Melody Musgrove, Office of Special Education Programs Director within the USDE, announced through a July 1, 2015, letter to Superintendent Baesler that North Dakota "Meets Requirements". North Dakota received a Compliance Score of 100% and a Results Score of 62.50%. Therefore, North Dakota's Results Driven Accountability Percentage and Determination was 81.25%, which falls in the "Meets Requirements" range for determinations.

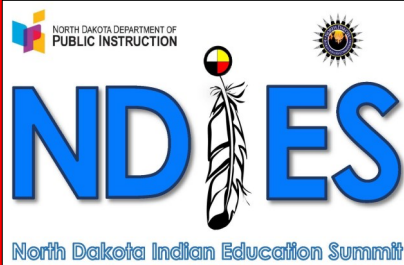
You may access North Dakota's Determination Letter, Results and Compliance Matrixes, and State Profile at <https://osep.grads360.org/#program/idea-part-b-profiles>.



The State Profile pages were created to be a resource for IDEA-related, state-specific information. Currently, each State Profile includes the most recent State Performance Plan/Annual Performance Report (SPP/APR) and the Office of Special Education Programs' (OSEP) response, including any required actions; a state data profile; a link to the current determination letter; the State's Results Driven Accountability determination matrix; and other related documents. In the future, there will be the addition of contact information; a description of the OSEP-funded technical assistance projects operating in the state; and other information of interest to the public.

Please contact [Gerry Teevens](#) at the NDDPI Office of Special Education for additional information.

2nd Annual North Dakota Indian Education Summit



The 2nd Annual North Dakota Indian Education Summit was held July 7-8, 2015, in the Brynhild Haugland Room of the North Dakota State Capitol in Bismarck. This two-day Summit was co-sponsored by the NDDPI and the North Dakota Indian Affairs Commission. Educators from across the state attended the Summit which was designed to provide quality professional development and best practices and strategies in Indian Education.



Both days of the Summit opened with a traditional opening prayer and flag song by the drum group Flying Low.



Lucy Fredericks, NDDPI Director of Indian/Multicultural Education, welcomed educators from across the state to the 2nd Annual North Dakota Indian Education Summit.



Mr. William (Bill) Mendoza, Executive Director for the White House Initiative on American Indian and Alaska Native Education, was the keynote speaker on Tuesday, July 7.

Pictured L to R: Lucy Fredericks, NDDPI Director of Indian/Multicultural Education; Kirsten Baesler, State Superintendent of Public Instruction; William Mendoza, Executive Director of the White House Initiative on American Indian and Alaska Native Education; and Scott Davis, Executive Director of the North Dakota Indian Affairs Commission

Dr. Charles "Monty" Roessel, Director of the Bureau of Indian Education, was the keynote speaker on Wednesday, July 8.

Pictured L to R: Scott Davis, Executive Director of the North Dakota Indian Affairs Commission; Dr. Charles "Monty" Roessel, Director of the Bureau of Indian Education; Lucy Fredericks, NDDPI Director of Indian/Multicultural Education; and Kirsten Baesler, State Superintendent of Public Instruction.



2nd Annual North Dakota Indian Education Summit



A group of Native American high school and college students from North and South Dakota held a panel discussion on experiences in high school and challenges they faced. This discussion was facilitated by Sunshine Archambault-Carlow, Manager for the Standing Rock Sioux Tribe, and Jenny Scala, Senior Researcher, American Institutes for Research.

On Tuesday during the luncheon, the Lakota Language Immersion Nest students shared songs, introductions, and prayers that they have learned at the Lakota Language Immersion Nest. The Lakota Language Immersion Nest is a Lakota Language Immersion preschool program whose instructors follow a Master Apprentice language acquisition model and participating children are provided with high quality educational opportunities, all executed in the Lakota Language.



A Tribal College panel discussion was held on Wednesday with the Tribal College presidents from Nueta Hidatsa Sahnish College, Cankdeska Cikana Community College, Turtle Mountain Community College, Sitting Bull College, and United Tribes Technical College.

Several breakout sessions were held on both days that included presentations on cultural integration and relevancy, educational equity and cultural responsiveness, dropout prevention strategies, the impact of career and technical education, empowering Native youth, connecting Native American research and practice, and the North Dakota Native American Essential Understanding Project.

The North Dakota Native American Essential Understandings is part of the North Dakota "Indian Education for All" initiative that Superintendent Baesler started to promote understanding of the Native American history and culture of the Tribes in North Dakota. This includes a resource document that will outline basic concepts every North Dakota educator should know about Native Americans in North Dakota. The final document will be available in the future for all North Dakota schools to use.

The North Dakota Indian Education Summit concluded with many positive comments regarding the range of topics, knowledge of the keynote speakers and presenters, and eagerness for next year's summit in July 2016.



Consolidated Application for Federal Title Funding

Please note the following updates:

New Consolidated Application Guidance

The newly updated guidance for the 2015-2016 Consolidated Application for Federal Title Funding has now been posted at www.nd.gov/dpi/Administrators/FTP/Resources/ConApp/ on the Office of Federal Title Programs website. Please review the guidance for updated information. In the 2015-2016 school year, the NDDPI is allowing districts to REAP/Transfer their Title IIA funds into Title I, Title IIA, Title IID, Title III, Title IV, and Title V. The revised guidance outlines additional requirements regarding this option.

Carryover

The final Title I and Title II/REAP carryover amounts to be entered on the allocation section of the consolidated application can be found on your Final Financial Report once it has been approved and a copy returned to the authorized representative.

Needs Assessment

The Title II regulations require each district to have a needs assessment. Once again, each school district must upload a copy of its needs assessment into the 2015-2016 consolidated application. Each district should have received an email in May 2015 containing correspondence and a rubric with feedback on their 2014-2015 needs assessment. This will assist districts in making any necessary changes before submitting for the 2015-2016 school year.

Contact Person

The Division of Student Support & Innovation assigns a contact person to each school district in the state. The list was recently revised due to the reorganization changes and can be located at www.nd.gov/dpi/Administrators/FTP/Resources/ConApp/. Please ensure your district has communicated with its contact person to conduct an initial review of its consolidated application prior to submitting.

New Title I and ELL Teacher Training



The Division of Student Support & Innovation is happy to announce it will be offering a training opportunity for new Title I and new English Language Learner (ELL) teachers on August 27, 2015, at the Baymont Inn & Suites in Mandan, ND, running from 8:30 a.m. – 3:30 p.m. All new Title personnel and others interested in attending will greatly benefit from the training.

The training will be in a mini-conference format. The day will include general sessions and individual breakout sessions. The training will go over the rules, regulations, policies, forms, etc., pertaining to each Title program and answer any questions new Title and ELL teachers might have.

There is no fee to attend this training and travel expenses can be reimbursed using your Title I or Title III funds. The registration link is available at www.surveymonkey.com/r/G6X9TYM.

If you would like more information regarding this training opportunity before you decide to attend, please email [Patty Carmichael](mailto:Patty.Carmichael@nd.gov) or call (701) 328-3264.

Final Title I and Title II Allocations

The 2015-2016 Final Federal Title Program Allocations have been calculated and will be posted on the NDDPI website at www.nd.gov/dpi/Administrators/FTP/Resources/ConApp/.

These final allocations have also been populated in the consolidated applications on STARS. If you have previously submitted your consolidated application and need it un-submitted to allow you to match the STARS budget to these final allocations, please notify your Division of Student Support & Innovation contact person.

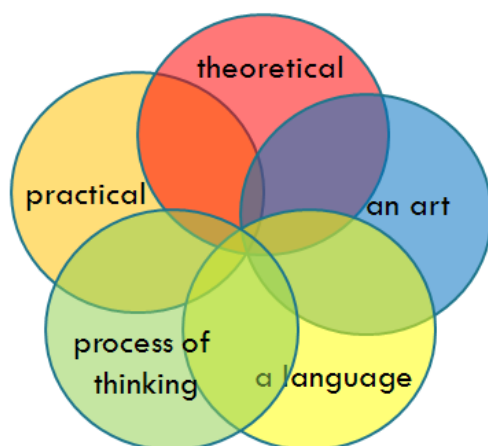
These final allocations show a slight (>1%) increase in Title I funding compared to the previous school year allocations. This amounts to a \$198,110 increase in federal funding for Title I. The Title IIA allocation went down a minimal amount (\$34,374) so these allocations should have also calculated similar to last year's amounts.

The electronic consolidated application is available on STARS at <https://secure.apps.state.nd.us/dpi/stars/Login.aspx>. The application is due **Friday, August 28, 2015. No applications will be accepted after that date.** Please read the Electronic Consolidated Application Help Screen document carefully. When choosing activities on the application, please read through the activity listing to make sure you are choosing the correct activity ID code that matches the activity you plan to do. In addition, please include additional narrative about each activity in the textbox provided to help minimize the NDDPI's potential questions during the review process. If we have numerous questions on the activities because of missing information, it can delay approval of the application.

If you have any questions, please notify your [Division of Student Support & Innovation contact person](#).

Math Learning for All

Mathematics is ...



Teaching math can be so much more than a “set and get” experience for students. Students can and should be allowed to think about math long after they leave the classroom, and later be able to use it when they get home.

Instead of planning or teaching their math lessons in isolation, teachers today are utilizing ways to incorporate writing, problem solving, language, and other strategies. We know students need to memorize math facts, but teachers are striving to also engage students in learning math.

It is paramount that school administrators and teachers initiate conversations with parents and community about these new strategies. We have not left the old behind, but have gained new insights that can enhance learning for all.

Office of Academic Support Key Initiatives

The Office of Academic Support is a newly created office to provide support to districts, schools, teachers, and students throughout the state. Highlighted below are summaries of several key initiatives we have been working on:

- ♦ Leveraging the Senior Year—This two-pronged initiative funded by the 2015 Legislative Session has projects happening simultaneously to address the needs for secondary students to be college and career ready. It ensures that all students grow academically during their secondary career.

The first prong of Leveraging the Senior Year ensures that students who are not on track to take credit bearing courses their first year of college can get the extra instruction they need their senior year. This approach is referred to as College Lab for English and Math (CLEM), or MyFoundations Lab. Students will have the opportunity to pursue CLEM coursework which will help address the credit bearing courses in which they are struggling. The NDDPI will be working with the ND University System to accept MyFoundations Lab instruction as proof that remediation is unnecessary at the college level.

The second prong of Leveraging the Senior Year ensures that students who have taken all of the available courses at their high school have greater options for advanced coursework through Advanced Placement (AP) classes. In order to do this, additional professional development will be available for experienced and new AP teachers. Additionally, state funding will be used to cover the expenses of AP online coursework, AP exam fees, and scholarships for students.

- ♦ NMSI Summer Institutes—Additionally, the NDDPI has partnered with the National Math + Science Initiative (NMSI) whose programs have been proven to increase AP results. By the end of July, we will have concluded the Fargo and Bismarck NMSI Summer Institutes. Both were successful professional development opportunities offered to North Dakota teachers in the areas of English, Mathematics, and Science. The NDDPI will continue to partner with NMSI in offering additional summer institutes in 2016 as well as AP summer institutes and grant opportunities for school districts.
- ♦ Math Leadership Team—This statewide initiative has designed mathematics modules of professional development for school personnel. The modules address instructional practices for mathematics based on the North Dakota State Standards. This team is seeking two individuals to serve for 2015-2016. In particular, one administrator (small or large district) and one small district math instructor (grade 6-12). If interested, please email [Peg Wagner](#) or call (701) 328-3545.
- ♦ Red Light/Green Light Project—This project is in the development phase and the NDDPI will be releasing an Request for Proposal (RFP) soon. The Red Light/Green Light Project will survey North Dakota schools and districts to determine the school, district, and state level implementation of the North Dakota State Standards.

The Office of Academic Support will be connecting with school administrators to get feedback on these initiatives and ensure the program structure best meets the needs of students and teachers. Additional information regarding these key initiatives will be shared in future issues of this newsletter.

If you have questions on these initiatives, please email [Ann Ellefson](#) or call (701) 328-2488.

21st CCLC Updates

21st Century Community Learning Centers (21st CCLC) Grant Competition

The 21st CCLC grant competition has closed, and the NDDPI received one application. The next step will be to have the application reviewed by peer reviewers. The NDDPI intends to notify this applicant in August whether or not they will receive funding.

The NDDPI is currently reviewing peer reviewer applications. These applications will be scored, and the three highest scoring applicants will be selected to review the grant application. The NDDPI received a number of peer reviewer applicants from outside the state. This is consistent with the peer reviewer process outlined in the grant competition Request for Proposal (RFP).

21st CCLC and Reauthorization

Both the “Every Child Achieves Act” and “Student Success Act” have been passed in the Senate and House. The “Every Child Achieves Act” is the bipartisan bill from the Senate, and the “Student Success Act” is the partisan bill from the House. The “Every Child Achieves Act” is very good for 21st CCLC as it remains its own individual program. The “Student Success Act” still eliminates 21st CCLC and puts it with the Title IV block grant. President Obama has stated he will not sign a bill that does not have bipartisan support, which the “Student Success Act” is lacking.

To follow all of the reauthorization buzz, go to the National Afterschool Alliance website at www.afterschoolalliance.org/.

Mott Partnership Grant

The Mott Afterschool Network Leadership Team will be meeting to discuss the next steps for the partnership grant North Dakota received. The meeting will be held on August 3, 2015, in Fargo, and the results of the meeting will be relayed to the field in the next issue of the 21st CCLC newsletter.

Continuing Application

Each year, sub-grantees are required to complete a continuing application to receive their new grant award. The application is posted at www.nd.gov/dpi/forms/ on the department’s website by selecting “21st Century Learning Community Centers” from the drop-down list. The application is due August 1, 2015 and has not been changed from the previous year. Please remember all sub-grantees must close out their current year before the continuing application will be approved.

Save the Date!

21st Century Community Learning Centers
SUMMER CONFERENCE

August 4-5, 2015
Holiday Inn, Fargo

REGISTRATION & CONFERENCE DETAILS
Available online April 15
www.ndseec.com

SSEC
South East Education Cooperative
www.ndseec.com

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Homeless Update

Homeless Children and Youth Act 2015

The Homeless Children and Youth Act (HCYA) was introduced in the senate in January of this year. The HCYA is bi-partisan and bi-cameral legislation that would make it easier for homeless children, youth, and families to receive homeless assistance, no matter where they happen to be staying. Homeless youth need housing. If passed, the Homeless Children and Youth Act 2015 would:

- ◆ Amend the McKinney-Vento Homeless Assistance Act to redefine homeless, homeless individual, or homeless person.
- ◆ Modify requirements relating to an individual or family who will imminently lose their housing, including housing they own, rent, or live in without paying rent.
- ◆ Revise criteria for unaccompanied youth and homeless families with children and youth defined as homeless under other federal statutes to require that they:
 - are certified as homeless by the director or designee of a program funded under any other federal statute; or
 - have been certified by a director of a program funded under this Act or a director of a public housing agency (PHA) as lacking a fixed, regular, and adequate nighttime residence, which shall include: (1) temporarily sharing the housing of another person due to loss of housing, economic hardship, or other similar reason; or (2) living in a room in a motel or hotel.
- ◆ Require the information provided to the Secretary of Housing and Urban Development (HUD) from a collaborative applicant about project sponsors in a community-wide Homeless Management Information System (HMIS) to be made publicly available on HUD's website in aggregate, non-personally identifying reports, and updated at least annually.
- ◆ Prohibit the Secretary, in awarding grants for continuum of care programs, from considering or prioritizing the specific homeless populations intended to be served by the applicant if the applicant demonstrates that the project: (1) would meet the priorities identified in the applicant's plan, and (2) is cost-effective in meeting the overall goals and objectives identified in that plan.
- ◆ Repeal certain requirements regarding collaborative applicants.
- ◆ Modify requirements for selection criteria for the awarding of grants through a national competition between geographic areas.
- ◆ Require annual reports to Congress on housing assistance for the homeless to include data: (1) required to be made publicly available in the HMIS report, and (2) on programs funded under other specified federal statutes.

For additional information on HCYA or to follow this bill, visit www.congress.gov/bill/114th-congress/senate-bill/256/all-info.

Title I Schoolwide Reminders

NEW 2015-2016 PLANNING YEAR SCHOOLWIDE SCHOOLS:

- ♦ Submit *Statement of Intent and Documentation of Poverty*
- ♦ View with ALL Staff the *Schoolwide Information Session* (Document)
- ♦ Submit *Commitment to Schoolwide Planning*
- ♦ Plan for Schoolwide Team to attend *Introduction to Schoolwide Planning Training* August 12, 2015 in Bismarck

2014-2015 PLANNING YEAR SCHOOLWIDE SCHOOLS:

- ♦ Begin work on Consolidated Application Schoolwide Sections
- ♦ Make revisions as needed to schoolwide plan per review
- ♦ Schoolwide plan approvals and certificates coming soon

CURRENT SCHOOLWIDE SCHOOLS:

- ♦ Submit Title I Final Financial Report
- ♦ Begin work on Consolidated Application Schoolwide Sections
- ♦ Schools transitioning to using AdvancED for schoolwide may plan to attend *Introduction to Schoolwide Planning Training Session* August 12, 2015 in Bismarck

Enjoy the rest of the summer!



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

**Register
Now!**

August 12 , 2015

**2015 Introduction to Schoolwide Planning
Training Session**

**Brynhild Haugland Room
State Capitol Building in Bismarck, ND**

Online registration for this training is available at www.surveymonkey.com/r/J3BQ2TV

ELL Classroom Strategies

Many English Language Learners (ELLs) who enter your classroom will come from a culture differing from typical American culture. In addition to learning the language of English, they have the challenge of adjusting to the “ways” of American children. In the same respect, there may be some pressure from home to maintain their heritage cultural identity. According to an article from Colorín Colorado, you may recognize students going through stages of cultural accommodation:

- ♦ **Euphoria:** This may look like an initial excitement in ELL’s new environment.
- ♦ **Culture shock:** You may notice some ELLs feeling homesick, and showing frustration, resentment, or even anger and hostility towards the new culture.
- ♦ **Acceptance:** Through assistance from you, patience and time, hopefully our ELLs are able to get to this stage and may gradually accept their new surroundings and the American culture.
- ♦ **Assimilation/adaptation:** Also over time, ELLs may truly feel comfortable with their environment and their new culture.

Through these stages, teachers must remember to encourage ELL students to maintain their heritage as much as reasonably possible. It is also important for students to share their culture, as they are comfortable, with other students in the classroom. There are ways teachers can facilitate this process and help to make all students feel welcome in a classroom, even when those students have not previously been in a traditional school or classroom. These tips are for any grade level:

- ♦ **Learn the students’ names** and how to pronounce them correctly. It is also important to model the correct pronunciation to the class and have expectations that the class pronounce names correctly.
- ♦ **Label the classroom** in different languages to assist all students in understanding the vocabulary around the room. This will even help English-speaking students be more understanding.
- ♦ **Monitor progress** and offer one-on-one assistance when needed in a friendly non-threatening manner. Some students are not comfortable answering questions in a group setting or asking for help. Be sure you are able to identify students needing assistance and offer it one-on-one.
- ♦ **Assign a peer partner** who really wants to help your ELL and might even know the ELL’s first language.
- ♦ **Post a visual daily schedule** and use as many images as possible. By writing down times and having pictures next to words like lunch, wash hands, math, and field trip, ELLs can have a general sense of the upcoming day.
- ♦ **Use an interpreter** if possible to assist in smoothing out misunderstandings that arise due to communication problems and cultural differences. Be patient as ELLs learn English and adjust.
- ♦ **Invite their culture into the classroom** by encouraging ELLs to share their language and culture with you and your class through show-and-tell, telling a popular story or folktale, or teaching the class some words in their native language. Also, try to achieve a good balance of books and materials that include different cultures.
- ♦ **Include ELLs in class activities**, but be discrete about it and be sure it is in a non-threatening manner. Some ELLs may be apprehensive about speaking out in a group, some might be afraid to make mistakes in front of their peers, while others’ silence could also be a sign of respect for you as an authority. Try a variety of non-threatening ways to include them like Total Physical Response activities and cooperative learning projects. There are also some technological applications that might be available and appropriate for your classroom.
- ♦ **Help your ELLs follow established rules** through the use of visual pictures and symbols. Teach the rules right away. Be sure to model as much as possible and be consistent and fair.

ELL Reminders: July

ACCESS Results

- ♦ Review student results
- ♦ EXITING STUDENTS—students meeting exit requirements:
 - Send out parent notification
 - Prepare folder for monitor (2 years)
- ♦ NON-EXITING STUDENTS
 - Gather list of students for ILPs
 - Communicate parent and teacher report



Plan for ELL Professional Development

- ♦ WIDA Test Administrator Training – August 26, 2015 in Mandan, ND
- ♦ New ELL Teacher Training – August 27, 2015 in Bismarck, ND
- ♦ WIDA National Conference – October 15-17, 2015 in Las Vegas, NV
- ♦ ELL Data Team Training (WIDA) – October 27-28, 2015 in Bismarck, ND
- ♦ Dakota TESL Conference – November 8-9, 2015 in Sioux Falls, SD
- ♦ ELL Data Team Training (WIDA) – December 1-2, 2015

STEEP Districts

- ♦ Prepare data for Annual Reports and continuation grant application
- ♦ Be sure funds are spent prior to August 14, 2015

ACCESS Non-Participation Report

- ♦ Complete report included in the district

Special Education Improvement Planning

The newly developed special education planning model, part of the AdvancED accreditation process, was rolled out at the director's Leadership Conference on June 2-3, 2015. The planning process is the primary strategy in the State Systemic Improvement Plan (SSIP). It will result in an increase in the use of evidence based and promising practices that will improve instruction and support for students identified with behavioral, social/emotional, social communication, and mental health needs. The Office of Special Education is responsible for conducting the process and identifying goals, objectives, strategies, and activities that each public school will enter into its existing Continuous Improvement Plan (CIP) using their AdvancED ASSIST Tool. The process of identifying a leadership team; conducting a needs assessment; identifying goals, strategies and activities; and setting summative, formative, and implementation fidelity measures must be completed in the fall of this next school year. Goals must be entered into each school's plan before the end of January 2016. It will not affect a public school's accreditation if an external review process is completed before then, but will be considered for schools with external reviews after that date. For all public schools, a goal specific to this population of students must be entered into plans for the next accreditation cycle.

More information regarding this planning model has been and will be provided through presentations at the Indian Education Summit, the Administrators Workshop, the fall Leadership Conference, or by contacting the NDDPI Office of Special Education. A planning model "Guidebook" will soon be sent out to each unit director and posted on the NDDPI website.

Instruction for All

Local level planning for the State Systemic Improvement Plan (SSIP) begins this fall. To support districts and schools in developing their school improvement goals related to students with social/emotional, social communication, and mental health needs, school administrations and faculties may wish to consider participating in the training provided by the Office of Special Education on Prevent-Teach-Reinforce (PTR). PTR is a research-based collaborative strategy for conducting a Functional Behavior Analysis (FBA) that leads to the development of effective Behavior Intervention Plans (BIP). Dr. Rose Iovannone, a developer of this strategy, will be providing training the week of October 12, 2015. Dr. Iovannone has been working with North Dakota for the past five years as a facilitator for the FBA and BIP guidelines and forms as well as a trainer for our initial cohort of statewide coaches for the PTR process.

The purpose of an FBA is to define the problem behavior in descriptive language that ensures all members of the FBA team can recognize when the problem behavior is occurring. Having a team provide descriptions of the multiple presentations that accompany or constitute the problem behavior helps insure the comprehensiveness of the behavioral description. Stating that a student is defiant or disruptive does not ensure all team members will recognize when the student is engaging in either of these behaviors. A comprehensive behavioral definition should include the actions or verbalizations that characterize or accompany the problem behavior.

Next the team analyzes the context in which the behavior occurs and when it is absent. Using a team approach makes the context analysis easier because the behavior may occur differently in different settings and with different adults or peers. Understanding the context in which behavior occurs helps the team understand the reason for the behavior. Many students exhibit problem behaviors because those behaviors have developed into a very effective communication system. Being able to identify the communicative intent and context in which the problem behavior will occur helps the team identify the skills the student needs to learn to reduce the occurrence of the problem behavior.

These two elements form the basis for developing effective BIPs to reduce the occurrence of problem behavior. Having a team develop the BIP is critical to its effectiveness. All of the personnel involved in implementing the plan must be part of the team that develops the plan; this participation increases the buy-in needed to support implementation fidelity and the collection of progress monitoring data. When appropriate the student needs to be involved in the plan development as well.

For more information on registering for this training, please email [Valerie Bakken](#) or call (701) 328-2277.



Participation Pieces Promote Positive IEPs

When you think of parent participation in the Individualized Education Program (IEP) process, what comes to mind? If your first thought was parents at the IEP meeting, that's a good start, but there is much more to parent participation and ensuring participation is meaningful.

Keep in mind everything comes down to communication. The IEP Team, which includes the parents, needs to communicate often, communicate clearly, and use communication proactively.

The following actions, required under IDEA, sets the IEP Team up for success in communication and meaningful participation.

Make every effort to ensure that one or both parents are present at each IEP meeting, or are given the opportunity to participate.

Always consider parent input including concerns, suggestions, and information they provide from an independent evaluation, private therapist, and child's physician.

- ♦ Provide parents all appropriate information necessary to make decisions regarding their child's IEP.
- ♦ Allow parents to review their child's educational records.
- ♦ Provide parents a copy of the finalized IEP in a timely manner.

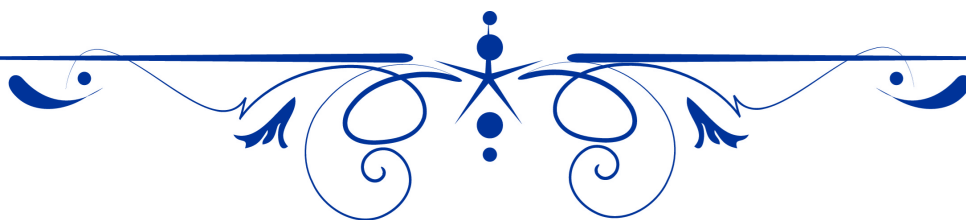
Provide parents a copy of their procedural safeguards only once a year at the IEP meeting, except with the following actions:

- ♦ Upon an initial referral or parent request for evaluation.
- ♦ Upon receipt of the first state or due process complaint in one school year.
- ♦ Upon request by a parent.

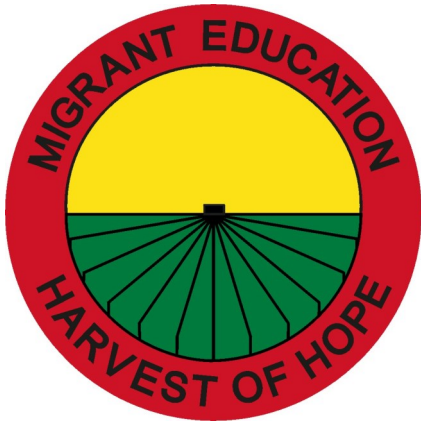
Always provide the parents prior written notice in a reasonable time before the IEP Team:

- ♦ Implements a proposal to change the identification, evaluation, or educational placement of the child or the provision of Free Appropriate Public Education (FAPE) to the child; or
- ♦ Implements a refusal to change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

Portions of this article have been taken from a presentation by Janet Seaworth, at the NDDPI Special Education Leadership Conference, July 3, 2015.



Fall Recruitment of Migrant Students



The NDDPI Office of Indian/Multicultural Education needs your assistance. Schools will need to complete a Certificate of Eligibility (C.O.E.) on all migrant students that schools will be or have entered on the State Automated Reporting System (STARS). The Office of Migrant Education in Washington, D.C. mandates these forms be completed annually.

Districts will need to have either a parent or guardian sign and date the form. If the migrant family leaves your school district before you are able to obtain a signature, please sign the form with the following statement: *the family left before a signature could be obtained*. Please submit the completed form to the NDDPI Office of Indian/Multicultural Education after migrant students

leave your school or at the end of your school year. At that time, you will enter a withdrawal date on the form and send the form to the Office of Indian/Multicultural Education.

Please note when your migrant students leave your school you will need to update your end date on STARS. The end date on the STARS, PowerSchool, and C.O.E. must all be the same date. Your school cannot leave the last day of school for the end date if the students have left your school.

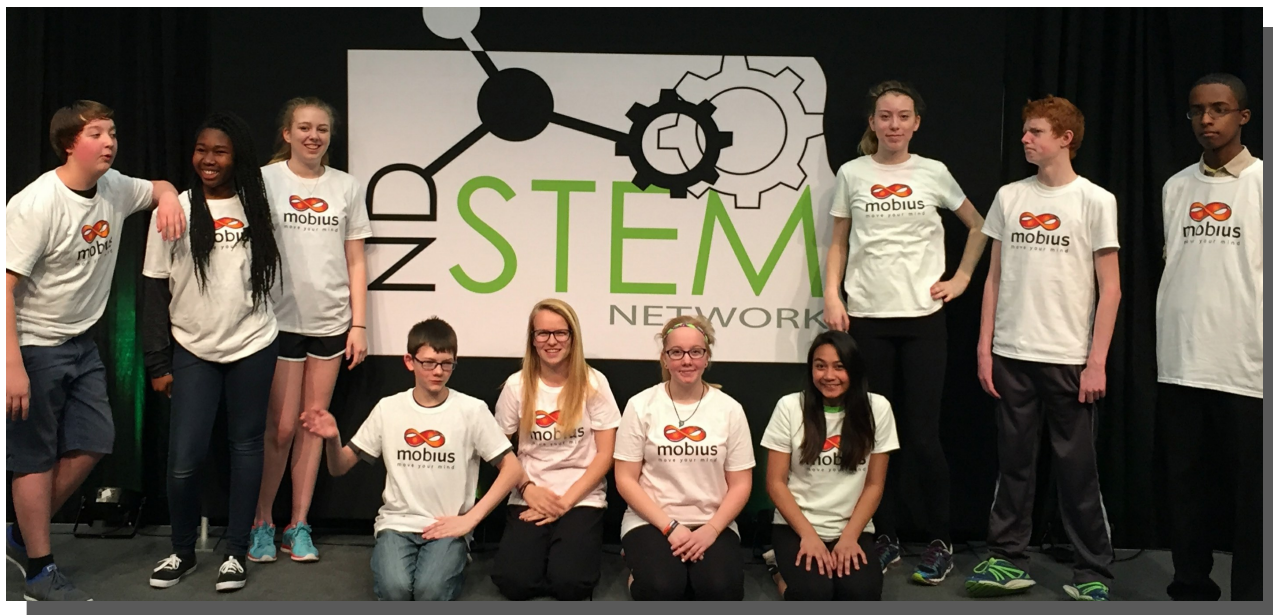
STARS will be checked daily to see which school districts have entered migrant students. Once verified, districts will receive a C.O.E. (along with a completed sample) via email.

If you have any questions please email [Sandy Peterson](#) or call (701) 328-2170.



Moving Through Science

Dancing the water cycle, moving like an electrical current, and spinning like the planets! What do these things all have in common? **Mobius!**



This past April, leading STEM experts, teachers, and employers from North Dakota and from around the nation attended the 2015 STEM Strategies Conference in Fargo where they listened to presentations and participated in hands-on workshops that addressed current and emerging trends in STEM education. Highlighting the conference was the keynote address *Unlocking Opportunities: Combining Creativity and Science* by Amelia Terrapin, founder of Mobius (a science curriculum taught through creative movement).

As a part of her presentation, Amelia demonstrated the power of learning through dance and movement by including 10 students from her Artist in Residency at Cheney Middle School. Following her key note, over 28 teachers moved and danced their way through Amelia's hands-on workshop *Science Moves! Using Movement to teach STEM in the Classroom*.

Amelia's residency, keynote address, and teacher workshop were made possible through grant funds from the North Dakota Council on the Arts (NDCA). NDCA is committed to providing arts-rich learning opportunities to teachers and students through its grant programs and looks forward to bringing Amelia Terrapin back to North Dakota in the summer of 2016 for teacher professional development.

For more details concerning these wonderful professional development opportunities, go to www.nd.gov/arts/resources-services/arts-in-education/professional-development-opportunities, or visit with Rebecca Engelman, Arts in Education Director, at (701) 328-7593, rengelman@nd.gov.

Early Childhood Education Updates

Early Childhood Education Grants-North Dakota Department of Commerce

The North Dakota Department of Commerce (Commerce) was awarded \$3,000,000 by the 64th Legislative Assembly for Early Childhood Education grants. Under this new law, school district superintendents are required to organize a community coalition this fall. The local community coalition will best decide how to apply for the funds. Commerce will award the funds for eligible children at a rate of \$2,000 for each four year old eligible for free lunch and \$1,000 for each four year old eligible for reduced lunch, according to the Richard B. Russell National School Lunch Act. The application and guidance will be located on the Commerce website in August 2015. The funds will be available July 1, 2016 through June 30, 2017. If you have questions regarding this early childhood education grant program, please contact [Wayde Sick](#) at the North Dakota Department of Commerce at (701) 328-5345 or [Tara Bitz](#) at the North Dakota Department of Public Instruction at (701) 328-4646.

Early Childhood Continuing Education Grants

During the 64th Legislative Assembly, North Dakota residents are eligible for up to a \$3,000 grant.

To qualify for the grant award, the eligible recipient must:

- a. Be a preschool teacher assistant for whom a baccalaureate degree will be required in the future;
- b. Be an individual working in the childcare industry and/or Head Start program who wishes to obtain a Child Development Associate Degree, Associate of Arts Degree, or Bachelor's Degree in Early Childhood Education;
- c. Be enrolled in a North Dakota State college or university.

Environment Grants

During the 64th Legislative Assembly, North Dakota public school districts are eligible to receive a grant award up to a \$10,000 per classroom to establish a new or expanded early childhood learning program.

The grant application can be found at www.nd.gov/dpi/forms/ by selecting "Early Childhood Education" from the drop-down list.

Annual DPI Pre-kindergarten Approval Process

School districts operating a pre-kindergarten program must request approval from the Superintendent of Public Instruction under the North Dakota Century Code 15.1-37-01. Districts operating a pre-kindergarten program will need to submit the approval form on an annual basis. If a district would like to keep the Pre-K configuration, please complete the Program Approval Requirement document provided on the link below and submit it by September 15th of each year. If a district is seeking approval for the first time, the Program Approval Requirement form may be submitted upon completion of all requirements. To access the NDDPI Pre-kindergarten Approval form, please go to www.nd.gov/dpi/forms/ and download SFN 60869.

If you have questions regarding this form or other NDDPI early learning initiatives, please contact [Tara Bitz](#) or call (701) 328-4646.



OCTOBER 21-23, 2015

**2ND ANNUAL
ND AUTISM
SPECTRUM
DISORDERS
CONFERENCE**

The North Dakota Department of Human Services invites you to attend the 2nd Annual Autism Spectrum Disorders Conference scheduled for October 21-23, 2015 at the Ramada Inn and Suites in Fargo, ND. This is an event intended to educate parents, therapists, teachers, medical professionals, and first responders about autism.

**Nationally
Known
Keynote
Presenters:**

—
John Elder Robison

—
Dr. Nancy Minshew

—
Dr. Cathy Pratt

—
Space is Limited.
Register Today!

—
<https://goo.gl/h3sgRX>

**EXHIBIT OPPORTUNITIES
AVAILABLE!**



What is Prevent-Teach-Reinforce (PTR)?

Prevent-Teach-Reinforce (PTR) is an individualized (tier 3) functional behavior assessment (FBA) and behavior intervention plan process (BIP). The PTR process is the only FBA/BIP method, to date, that has been subjected to rigorous research methods, i.e., randomized controlled trials. The outcomes of the original study showed that PTR is significantly more effective at improving the behavior, social skills, and academic engagement of students in grades K-8 compared to students who did not receive PTR but received the typical behavior interventions provided in school settings (Iovannone et al., 2009). PTR is standardized and has a published manual (Dunlap et al., 2010) with specific steps and activities designed to develop an effective behavior intervention plan.

All behavior plans developed through the PTR process are:

- ♦ multicomponent by including a minimum of one prevent, one teach, and one reinforce intervention
- ♦ directly linked to the FBA hypothesis
- ♦ developed in collaboration with the teacher/team that will be implementing the plan
- ♦ task analyzed so that the behavior plan strategies can be implemented accurately by everyone.

The PTR process differs from traditional FBA/BIP approaches by building in teacher coaching support that increases the likelihood that the intervention plan will be implemented with fidelity. PTR includes a protocol for measuring fidelity and a feasible, teacher-friendly daily data-progress monitoring tool to evaluate the impact of the behavior plan on student behavior change. The process is facilitated by a professional who has expertise in behavioral principles underlying the FBA/BIP process.

Prevent-Teach-Reinforce (PTR)



An FBA/BIP Project

What are the PTR projects that are currently happening in North Dakota?

Project 1: Facilitators

There are currently two different PTR projects that are being implemented in North Dakota. The first is a project that provides practice-based coaching support to educators who facilitate FBA/BIPs in schools. The goal of this project is to train key people throughout the state to implement the PTR process with fidelity. Activities that the educators will participate in include facilitating a school-based team through the PTR process with a student case. The facilitator receives consistent coaching support from Dr. Iovannone as the facilitator in implementing each step. In this way, the facilitator is able to increase capacity in the skills necessary for engaging in the process.

Project 2: Master Facilitators

The second project is developing a coaching process that is being used by a select group of trained facilitators to support other professionals in their districts to become PTR facilitators. The trained facilitators engage in practice-based coaching activities with peers, supporting them through implementation of PTR activities with a student-centered team. This project will provide North Dakota with a cadre of trained Master Facilitators who will be able to coach multiple professionals throughout the district.

Where in North Dakota are PTR projects currently in process?

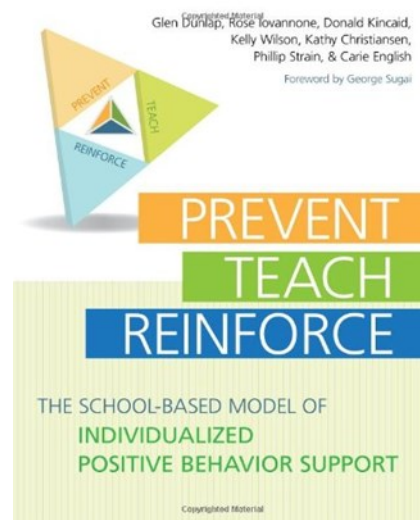
- ♦ Bismarck
- ♦ Oliver – Mercer
- ♦ South Valley
- ♦ Upper Valley
- ♦ West Fargo

Is PTR research supported?

In addition to the original 2009 randomized controlled trial, PTR has been the subject of several single-case design studies. The studies have examined the effectiveness of PTR for students with autism spectrum disorder in general education classes (Strain, Wilson & Dunlap, 2011); for in home settings with families (Sears, Blair, Iovannone, & Crosland, 2013); and for general education students in general education classrooms (Barnes, Iovannone, Blair, Crosland, & George 2015). Furthermore, there is a new randomized controlled trial being conducted to examine PTR's effectiveness with young children enrolled in pre-K settings.

How will the PTR projects help your school and district?

Both projects will increase the capacity of educators in your school and district to implement effective FBA/BIPs. It will help shift the focus of the FBA/BIPs from being a compliance, form driven process to a problem-solving process that will generate data-based decisions to improve student behavior. There may be less reliance on the use of punitive procedures to address problem behavior. Effective behavior intervention plans can also provide the teacher with more time to be instructing students rather than responding to problem behaviors. Effective implementation of the process can enhance positive relationships with the family and community. Engaging in the process can also provide both professionals and administrators with documentation that will assist in employee evaluations. Most of the facilitators are non-instructional personnel and may be required to provide products and data portfolios for their evaluation. The PTR process will provide them with a full case study and data that can document higher evaluation ratings.



How can you as an administrator support the projects?

The participants that currently participate are volunteering their time and efforts to learn and implement the process. None are receiving any financial reward. The most important activity you, as an administrator can do, is verbally support the educator by thanking them for participating. In addition, allowing them the time to do the activities within their job responsibilities would be valuable.

Questions? Please feel free to contact:

Valerie Bakken (vbakken@nd.gov)

Gerry Teevens (gteevens@nd.gov)

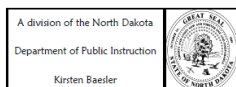
Kevin McDonough (kcmcdonough@nd.gov)

References:

- Barnes, S., Iovannone, R., Blair, K. S. C., Crosland, K., & George, H. (2015). *An evaluation of the Prevent-Teach-Reinforce Model within a multi-tiered intervention system*. (Master's thesis). University of South Florida: Tampa, F
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- Strain, P. S., Wilson, K., & Dunlap, G. (2011). *Prevent-Teach-Reinforce: Addressing problem behaviors of students with autism in general education classroom*. *Behavior Disorders*, 36, 160-171

Any questions please contact:

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 701-239-7376 or shnelson@nd.gov



NORTH DAKOTA DUAL SENSORY PROJECT

Presents

“ACTIVE LEARNING”

Conference

August 13 & 14, 2015

Dakota Medical
 Foundation Building
 4141 28th Ave. South
 Fargo, ND 58104
 701-271-0263

Featured Speaker

Ms. Patricia Obrzut, M.S.,
 OTR/L



Detroit, Michigan

Active Learning

The philosophy behind the approach of **ACTIVE LEARNING** is that when given the opportunity to learn from ones own active exploration and examination of the environment, the child will achieve skills that become part of his behavior pattern. These skills then become his/her natural response to interaction with others and give them a level of control over fulfilling their own needs. Progressing to higher levels of interaction, the child reacts positively to instruction and learning. In other words, the child initiates his response to the environment and learns directly from these actions.

Given the opportunity, **ANY child can learn!** Active Learning is an approach that was developed over 25 years ago by Dr. Lilli Nielsen that focuses on establishing motivating learning environments for children with complex needs.

Dr. Nielsen was an internationally recognized specialist in the education of children who are blind, autistic or had complex needs. She was an outstanding speaker and author of several books and articles in addition she lectured in countries throughout the world.

Join the ND Dual Sensory Project in welcoming Ms. Patricia Obrzut, M.S., OTR/L, from the Penickton Center for the Blind Children in Detroit, Michigan. For further information see www.penickton.com

Ms. Patricia Obrzut



Ms. Obrzut received her Bachelor's and Masters Degrees in Occupational Therapy and is graduate of Eastern Michigan University and Wayne State University. Ms. Obrzut

was recognized by Dr. Lilli Nielsen, Danish Psychologist, author, and creator of Active Learning as an expert in the theory of practice of Active Learning. Ms. Obrzut received permission from Dr. Nielsen in 2002 to educate and train others, and is recognized in North America and the premier educator of the Active Learning theory.



Thursday, August 13, 2015

8:00-8:30am REGISTRATION

8:30AM-Noon **ACTIVE LEARNING VS. PASSIVE LEARNING**

- The history/philosophy of Active Learning
- Establishing rich environments for learning
- The role of play as a developmental tool
- Understanding the dynamic learning circle and the role disability plays
- Identifying strategies to encourage developmental learning

12:00pm **Box Lunch Provided**

1:00-5:00pm **ACTIVE LEARNING EQUIPMENT & TOOLS**

- Active Learning to decrease self-injurious/stimulation/aggressive behaviors
- Equipment: Little Room, Resonance Board and HOPSA-dress
- Facilitating skills: object concepts, muscle strength, weight bearing, standing
- Strategies for implementing Active Learning in the home, school and therapy room
- Resources

Friday, August 14, 2015

8:00am-Noon **ACTIVE LEARNING EQUIPMENT & THE FIVE PHASES OF EDUCATIONAL TREATMENT**

- Equipment: The Essee Board, Support Bench, Multi-Functional Table
- Facilitating cognitive skills, FM & GM skills, muscle strengthening, dexterity, weight bearing, walking/standing
- Understanding and identifying the emotional and intellectual levels of the child; the role of the adult in promoting skill development

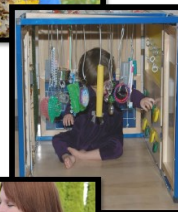
12:00pm **Box Lunch Provided**

1:00-5:00pm **FROM ASSESSMENT TO CURRICULUM**

- Use of the Functional Scheme
- Establishing a rich and appropriate Active Learning Curriculum
- Strategies for implementing Active Learning in the home, school and the therapy room
- Resources

3:00pm- 4:30pm **Make & Take Session/ Evaluations**

Schedule Subject to Change



Registration

\$100.00 Registration Fee

Graduate Credit pending from UND

Parents of children who have Complex Needs can attend **FREE**

Registration Form

Name _____

Address _____

City _____

State _____ Zip _____

Phone _____

Cell Phone _____

E-Mail _____

- | | |
|------------------------------------|--|
| <input type="checkbox"/> Parent | <input type="checkbox"/> Interpreter |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Early Interventionist |
| <input type="checkbox"/> Therapist | <input type="checkbox"/> Other |

Please complete registration form

with checks payable to:
 ND School for the Deaf
 1401 College Drive N
 Devils Lake, ND 58301
 Attn: Shelly Laverdure

Upcoming Events

Additional information regarding NDDPI-sponsored events is available at www.nd.gov/dpi/events/

July 2015	<u>NMSI Laying the Foundation Summer Institute (Year 1)</u> July 28-31, 2015 in Bismarck, ND
August 2015	<u>21st Century Community Learning Centers Summer Conference</u> August 4-5, 2015 in Fargo, ND Information is available at www.ndseec.com <u>2015 Introduction to Schoolwide Planning Training Session</u> August 12, 2015 in Bismarck, ND <u>"Active Learning" Conference</u> August 13-14, 2015 in Fargo, ND Information is available by contacting shnelson@nd.gov <u>WIDA Test Administrator Training</u> August 26, 2015 in Mandan, ND <u>New Title I and ELL Teacher Training</u> August 27, 2015 in Bismarck, ND
September 2015	<u>Special Education Leadership Conference</u> September 14-15, 2015 in Bismarck, ND <u>Northern Plains Law Conference on Students with Disabilities</u> September 22-23, 2015 in Rapid City, SD
October 2015	<u>Prevent-Teach-Reinforce (PRT) Coaches Training</u> October 12, 2015 in Bismarck, ND <u>WIDA National Conference</u> October 15-17, 2015 in Las Vegas, NV <u>2nd Annual North Dakota Autism Spectrum Disorders Conference</u> October 21-23, 2015 in Fargo, ND <u>ELL Data Team Training (WIDA)</u> October 27-28, 2015 in Bismarck, ND
November 2015	<u>Dakota TESOL Conference</u> November 8-9, 2015 in Sioux Falls, SD <u>Secondary Transition Interagency Conference</u> November 18-19, 2015 in Bismarck, ND
December 2015	<u>ELL Data Team Training (WIDA)</u> December 1-2, 2015 in Bismarck, ND



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